

THE INDIANAPOLIS PROJECT SCHOOL

2010-2011 Performance Analysis

Core Question 1: Is the educational program a success?

1.1. Is the school making adequate yearly academic progress (AYP), as measured by the Indiana Department of Education's system of accountability?

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| STANDARD | School has met AYP across all student subgroups for the last two years. |
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2010-11 Performance: Does Not Meet

The Indianapolis Project School (TPS) did not achieve Adequate Yearly Progress (AYP) toward statewide academic goals set by the Indiana Department of Education (IDOE) in 2010-11. The IDOE determined that TPS made AYP for the 2010-11 school year in 7 of the 14 subgroups for which it was evaluated. The chart below details the school's 2010-11 performance in each subgroup.

| Student Group | English | Mathematics | Participation English | Participation Math | Attendance |
|--------------------|---------|-------------|-----------------------|--------------------|------------|
| Overall | N | N | Y | Y | Y |
| Black | N | N | Y | Y | |
| Free/Reduced Lunch | N | N | Y | Y | |

Attendance rate determination is made only for "All students," not for subgroups.

Based on the performance in 2010-11, the school did not meet the Mayor's Office standard for this indicator.

1.2. Are students making substantial and adequate gains over time, as measured using value-added analysis?

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| STANDARD | Value-added analysis indicates that more than 75%-89% of tested students made sufficient gains. |
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2010-11 Performance: Does Not Meet Standard

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made 'Low Growth', 'Typical Growth', or 'High Growth' compared to their academic peers. To achieve the Mayor's standard for this

indicator, 75% of a school's students must demonstrate sufficient gains – or must achieve either 'Typical Growth' or 'High Growth'.

| Subject | Low Growth | Typical Growth | High Growth | Total Sufficient Gains |
|-------------------------|------------|----------------|-------------|------------------------|
| English/Language Arts | 48.3% | 29.3% | 22.4% | 51.7% |
| Math | 58.7% | 25.4% | 15.9% | 31.3% |
| Weighted Average | | | | 46.3% |

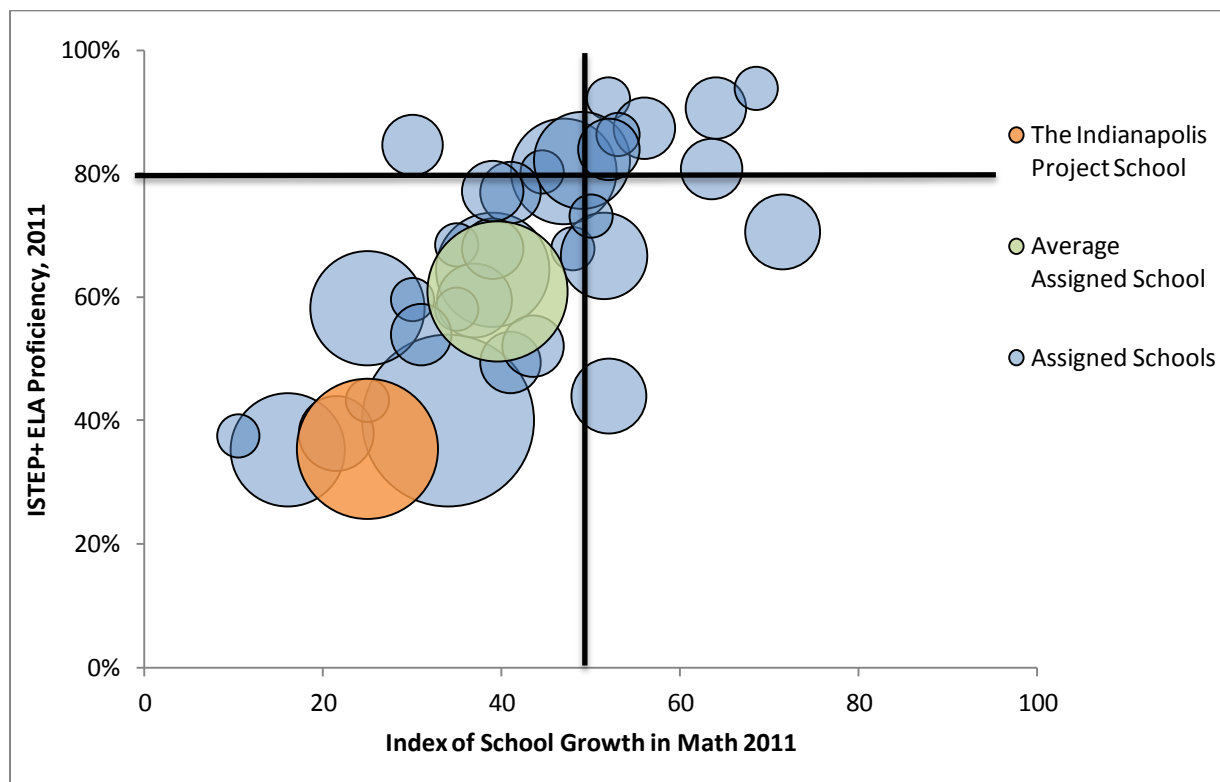
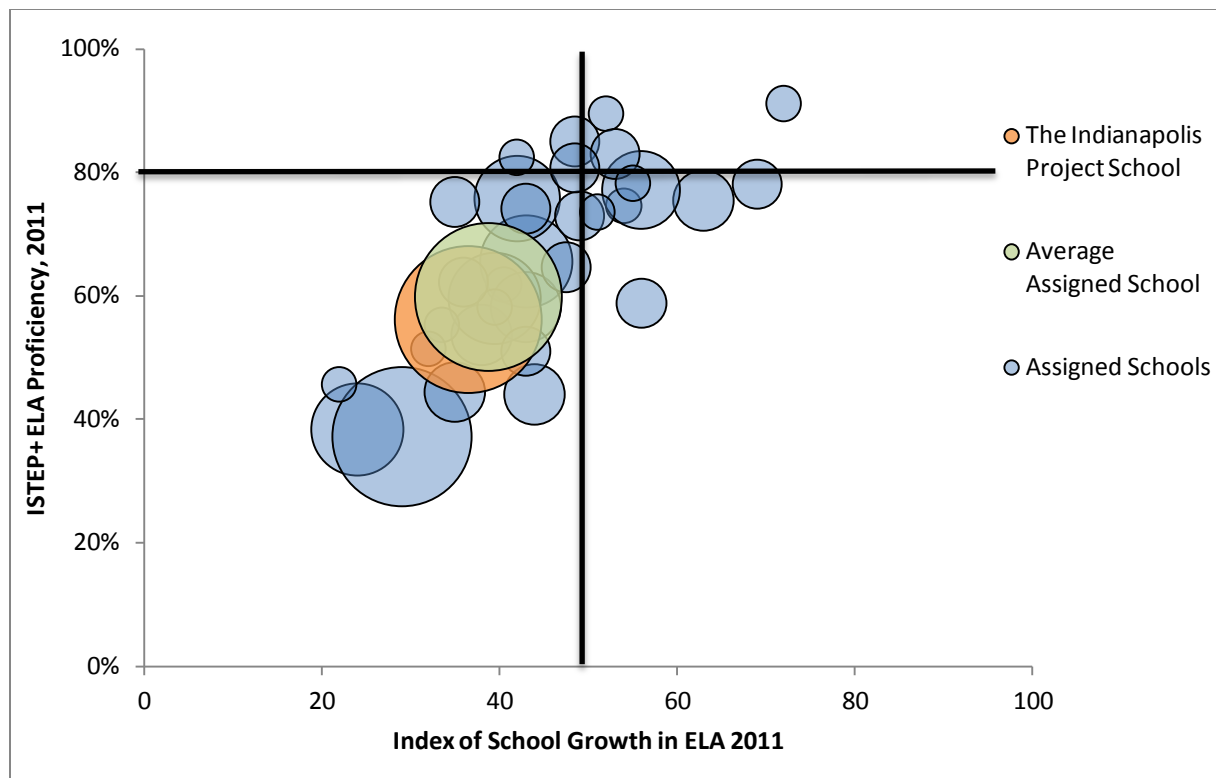
SOURCE: IDOE. The weighted average is calculated by taking the sum of the total number of students who achieved 'Typical' or 'High' Growth in ELA and the total number of students who achieved 'Typical' or 'High Growth' in Math, divided by the sum of the total number of students assessed under the Growth Model in ELA and the total number of students assessed under the Growth Model in Math.

Nearly half of students (48.3%) are losing ground in English/Language Arts, while a majority of students are losing ground in Math, with 58.7% of students demonstrating 'Low Growth'. A weighted average across both subjects reveals that 46.3% of students at The Indianapolis Project School demonstrated sufficient gains in 2010-2011. Thus, The Indianapolis Project School does not meet the Mayor's Office standard for this indicator.

| 1.3. Is the school outperforming schools that the students would have been assigned to attend? | |
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| STANDARD | School's overall performance in terms of both proficiency and/or growth is generally as good as that of the schools the students would otherwise have been assigned to attend. |

2010-11 Performance: Does Not Meet Standard

The Mayor's Office compared the performance of TPS to that of Marion County public schools students would have been assigned to attend, based on their place of residence. The overall proficiency and growth of students at TPS was not generally as good as that of their peers in English/Language Arts (ELA) and TPS was outpaced in proficiency and growth by their peers in Math. Therefore, in 2010-11, the school's performance did not meet standard for this indicator.



How to read these figures: Blue bubbles represent the traditional public school that students would have been assigned to attend if they did not attend TPS. The size of each blue bubble is proportional to the number of TPS students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents 50th growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed, better-than-average improvement. The green bubble represents the average performance and improvement of all assigned schools. The orange bubble represents the performance of TPS students.

| 1.4. Is the school meeting its school-specific educational goals? | |
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| STANDARD | School has clearly met its school-specific educational goal. |

Not applicable. The school did not have school-specific educational goals to be evaluated in 2010-11.